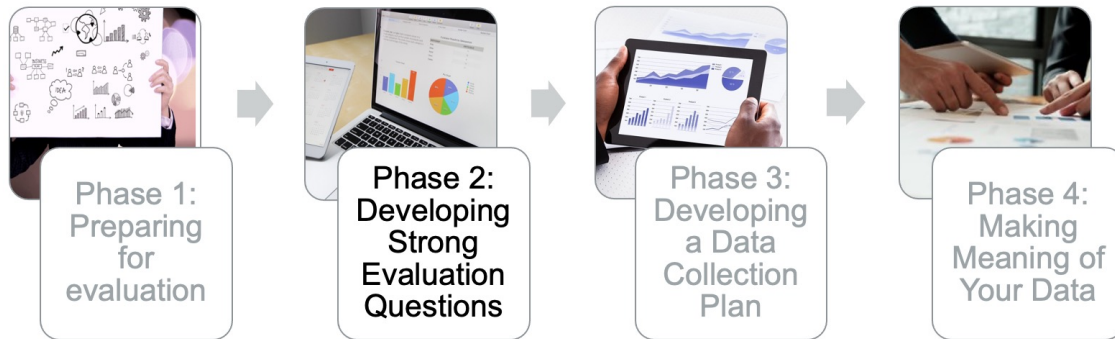


Evaluating Professional Learning: A Workshop Series Companion to the Tool

Phase 2: Developing Strong Evaluation Questions Workshop 2

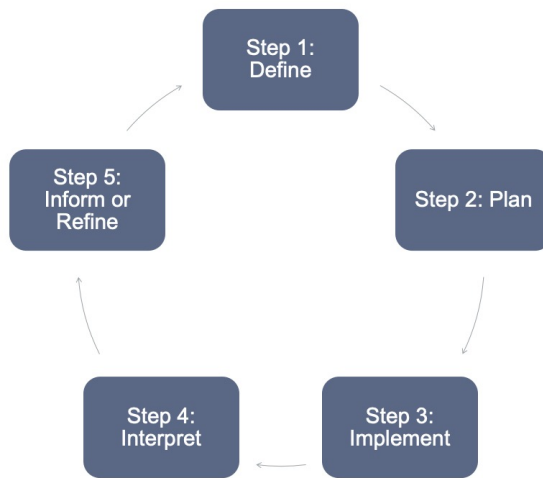
Developed by Nicole Breslow, Johanna Barmore, and Georgia Bock

Workshop sequence



- Remind participants of this workshop series will guide you through a four-phased evaluation process.
- Today, we will begin the second phase, which focuses on developing strong evaluation questions.
- Briefly remind participants of phase 1, which was recently completed, and the two phases ahead.

A continuous evaluation model



Step 1: Define

What is the purpose of the evaluation and the underlying logic of the program?

Step 2: Plan

What questions should the evaluation answer, and using what design?

Step 3: Implement

How should data be collected and analyzed?

Step 4: Interpret

How should results be used and communicated?

Step 5: Inform OR Refine

What decisions can be made about the program?

- Remind participants that this is a model of continuous evaluation that we are using as a framework for the evaluation planning process. It was created for the US Department of Education as a free guide for educators to use evaluation.
- Walk through the five steps of the model and explain that step one was addressed in the previous workshop, step 2 is being addressed in today's workshop, step 3 will be addressed in the phase 3 workshops, and steps 4 and 5 in the phase 4 workshops.

Today's Goals

Participants will:

- Identify stakeholders and analyze their role in the evaluation
- Develop evaluation questions that align with the logic model using a brainstorming tool
- Use a set of guiding questions to prioritize evaluation questions

Describe the goals for today's workshop.

Today's Agenda

Check in on next steps from previous session

Defining evaluation audience and purpose

Using the logic model to develop evaluation questions

Next steps

Walk through the agenda.

Check in on next steps from previous session

Ask each team member to provide an update on next steps from the previous meeting.

Review the logic model

- What needs clarification?
- Are any adjustments needed?

Ask participants to share any questions, challenges, and reflections from the logic model process.

Defining evaluation audience and purpose

A seat at the table: Stakeholders & audience

Identifying stakeholders:

- Who might care about this evaluation and why?
- Who is invested in the program or initiative?
- Who has decision-making authority?

Examples:

- Teachers benefit from recommendations to improve programs.
- Boards of education can use evaluation results to make recommendations.

- Explain that there are many different groups that might have a stake in the professional learning initiative and they each might have different interests in the evaluation. Different stakeholders have different questions they want the evaluation to answer.
- For example: teachers are an obvious stakeholder for many professional learning and development evaluations because they can benefit from the findings and recommendations. District Boards of Education might be a less obvious stakeholder group with an interest in the evaluation. Although they may not be directly involved in the professional learning program, they may be interested in the evaluation findings so they can make decisions about program funding and whether to keep or abandon a particularly professional learning initiative in the district.

Levels of engagement

How much engagement do you want from stakeholders?

- You can have very little involvement (outreach) or extensive involvement (shared ownership).
- This will affect how you plan for meetings and what information you share with them.



- Explain that it is also important to consider how much engagement we may want from various stakeholders. This can range from stakeholder groups that require simple outreach to inform them about an evaluation on one end of the spectrum, to groups that should be fully involved in and sharing leadership for the evaluation activities. Being clear about the level of engagement we want from the various stakeholders in the professional learning evaluation will help us determine what information we should share with them and when to share it.
- Ask participants to brainstorm examples of stakeholders in their initiative and share what type of involvement you would expect from that stakeholder.

Who is the stakeholder?	What questions might this stakeholder have about the initiative?	How might they use the evaluation results?	How often should you communicate with them?
<i>Example: Teachers who lead PLCs</i>	<ul style="list-style-type: none"> • <i>Do teachers find the PLC meetings useful?</i> • <i>What challenges in teacher practice were identified?</i> 	<ul style="list-style-type: none"> • <i>Make changes to PLC meetings</i> • <i>Focus future PLC meetings on challenge areas identified in the evaluation</i> 	<i>Frequently</i>

Handout 6: Identifying evaluation audiences and purpose

- Tell participants that this tool helps us identify the stakeholders for our evaluation and think about what they are interested in learning from the evaluation.
- Walk through the example here.
- Populate the first column with the stakeholders the team brainstormed on the previous slide.
- Select one stakeholder and work through the chart with the group.
- Complete the chart for other stakeholders. Consider breaking up your team into partners or small groups and dividing the various stakeholders among the groups for efficiency. If you do so, come back together and share out. Focus discussion on column 3 and ensure all information is captured in the document.

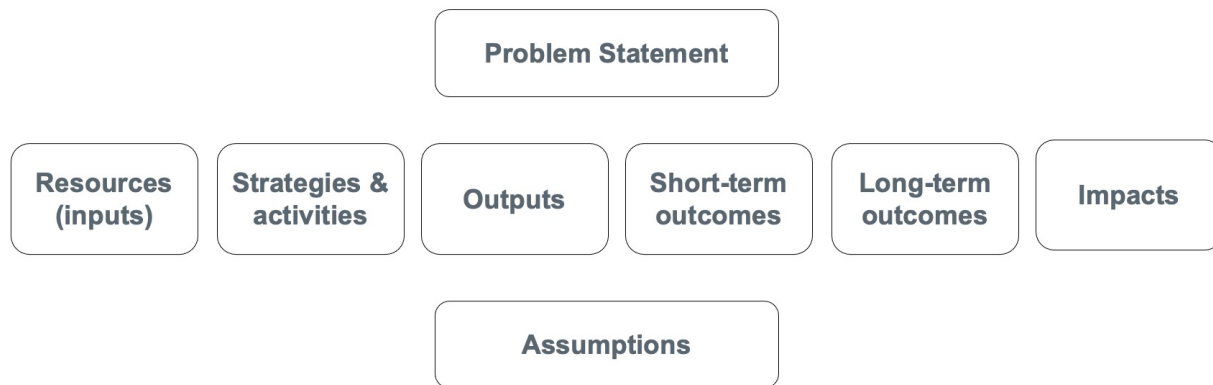
Using the logic model to develop evaluation questions

Logic model in its simplest form



- Remind participants that in its simplest form, a logic model contains three parts – the inputs, strategies, and outcomes.
- Describe inputs, strategies and outcomes as below:
 - **Inputs:** What is invested in the program (e.g., money, people, time, and space)
 - **Strategies:** What is done in the program (e.g., program activities)
 - **Outcomes:** What results from the program (i.e., short- and long-term outcomes)
- Tell participant that the evaluation will examine whether the logic of the logic model holds true.

Elements of a logic model



- Remind participants that today, we want to identify evaluation questions that align to our logic model. This will ensure that our evaluation is aligned to the theory behind our professional learning program.
- Briefly remind participants of the key elements in a logic model

Logic model component	Example evaluation questions	Purpose
Resources	Which STEM businesses participate? How much NSF funding was used for each program element?	Determine reach of partnerships. Determine how finances were allocated.
Activities/ Strategies	Was the design of the summer workshops aligned with criteria for high-quality PD? Did the PLCs use structured protocols?	Determine fidelity of implementation
Outputs	How many teachers participated in the summer workshops? How many STEM lessons were created? How many STEM field trips were held?	Determine the "reach" of the STEM program to K-12. Determine volume of new resources were created as a result of professional learning.
Outcomes	How many students report increased interest in STEM? What feedback did teachers and university partners provide?	Determine impact on students. Determine perception of quality of workshops by educators.
Impacts	What trends do we see over in students pursuing STEM in higher education over the next ten years?	Determine long term impact of STEM program on higher education choices.

- Tell participants that we will generate evaluation questions for each component of our logic model. This is important for our evaluation – it may be obvious why we want to know about the outputs, outcomes and impacts and these are the results of the professional learning and development program. We also want to ask questions about resources and strategies to provide key information about the fidelity of implementation. For example, if we don't observe the outcomes we had hoped for, we want to know if the professional learning program was implemented as intended.
- Talk through the example and address any clarifying questions.

Logic model component	Evaluation question(s)	Purpose	Does the evaluation question meet the criteria listed below the table?	Priority (High, Medium, Low)
Resources				
Activities/Strategies				
Outputs				
Outcomes				
Impacts				

Evaluation Question Criteria:

- ☐ Does it align to the purpose of the evaluation?
- ☐ Can it be answered with data we can collect?
- ☐ Will it provide the most useful and actionable information?

Guide the team in identifying evaluation questions and their purpose for each component of the logics model. Record your responses in columns 2 and 3 of Handout 7: Evaluation questions mapping and prioritization.

Prioritizing Evaluation Questions

- Does this question align with the purpose of the evaluation?
- Can this question be answered within data capacity constraints?
- Will this question provide useful and actionable information?

Also consider limitations in staff time and data skills when you are choosing which questions and how many questions to focus on in your evaluation.

Handout 7: Evaluation questions mapping and prioritization

- Tell participants that when teams first generate evaluation questions, sometimes they generate more questions than they can reasonably answer with available resources. Now, we are going to prioritize our evaluation questions so we can ensure we are focused on the most important questions we can feasibly answer.
- Review the three questions on the slide to help prioritize evaluation questions. Use these questions to help identify the strongest evaluation questions. Discuss the questions and try to move the group to consensus about the most important questions to focus on for the evaluation. Record your prioritization in column 5 of Handout 7
- As you are finalizing your evaluation questions, also consider staff time and data skills and ensure that you are selecting a group of questions that will be manageable for the team.

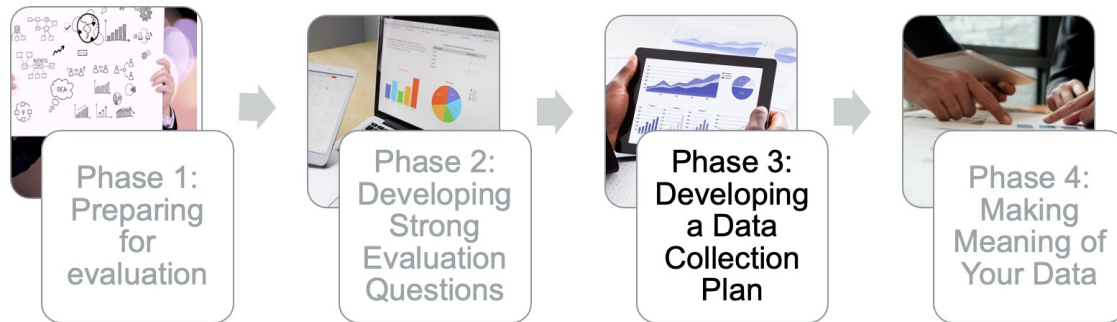
Next Steps

Next Steps

- Refine, prioritize, and finalize your evaluation questions

Review next steps and coordinate how the team will accomplish them.

Next Workshop



- Tell participants that the next workshop will focus on developing a data collection plan.
- Tell the participants the date and time of the next workshop.

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